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ABSTRACT

To meet the remedial-instructional needs of its recruits, the Coast Guard developed a basic skills program, entitled the Basic Educational Enrichment Program (BEEP), at its recruit training center in Cape May, New Jersey. Objectives of the program were to ensure that all graduates of Coast Guard recruit training possess at least eighth-grade reading and math skills and to reduce the attrition at class "A" schools by enhancing the basic skills of marginally qualified entrants. The training program, which involved the integration of the Control Data PLATO basic skills curricula computer-assisted instruction with Navy-developed conventional materials, provided students with drill and practice, individualized instruction, tutoring, and group presentations--all focused on the individual needs of the students. While it is too early to claim complete success for the program, the instructional strategies employed in the program seem promising; the scores of the 287 students participating in the program thus far showed an overall increase of 6.8 percentage points on the Armed Forces Vocational Aptitude Battery (ASVAB) verbal and arithmetic sections over the mean scores on the test for the preceding year. The Coast Guard will continue to monitor the long-term success of BEEP program participants with respect to success in class "A" school, job performance, rate of reenlistment, and rate of advancement. (MN)

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THE COAST GUARD'S CAI APPROACH TO BASIC MATH AND READING SKILLS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The U. S. Coast Guard was faced in 1981 with a serious problem. The service was experiencing a severe mismatch between its need for a high aptitude entry level work force and the actual aptitude level of its recruits

The Coast Guard is a military service and like the DOD services must develop its own skilled work force from an entry level pool of unskilled 18-20 year old men and women. Approximately 60-70% of all Coast Guard recruits receive formal job entry training in a technical specialty. The service uses the Armed Forces Vocational Aptitude Battery (ASVAB) to establish qualification criteria for all its training courses. All job entry courses are designed for students in the top 50% of the general population as measured by the ASVAB; about 1/3 of the Coast Guard courses are targeted at aptitude levels in the upper third of the population.

The job entry level school standards were lowered in 1976 from the 50th to the 35th percentile in an attempt to compensate for a poor recruiting environment and low career retention. After several years it became apparent that lowering standards was a failure. Test scores are a valid predictor of school success and the attrition rate at CG schools rose to about 20%. Students below the 50th percentile were failing out of some schools at rates in excess of 40%.

The solution to the school attrition problem was obvious--raise the qualification scores to at least their pre 1976 levels. There were, however, three problems with this strategy. First the CG applicant pool would not support the new standards. After several years of living with low recruiting standards, the Coast Guard now found that 47% of all untrained enlisted personnel were below the 50th percentile and 33% were below the 35th percentile.

A second problem was that the existing recruiting standard, a minimum aptitude score corresponding to the 30th percentile, would not support the new school standards. Approximately 40% of all recruits would not be eligible for training. A third problem created by raising school qualification scores was that 16% of the men and women on the school waiting list would become ineligible for training under the new standards. Minority members would be disproportionately affected by the change.

In summary, Coast Guard recruiting and training polices were resulting in a costly training process. Changing these policies would block a significant number of entry level men and women from further career opportunities and would inhibit the Coast Guard's efforts to increase its number of skilled minority petty officers.

In October of 1982 the Commandant of the Coast Guard made the following decisions:

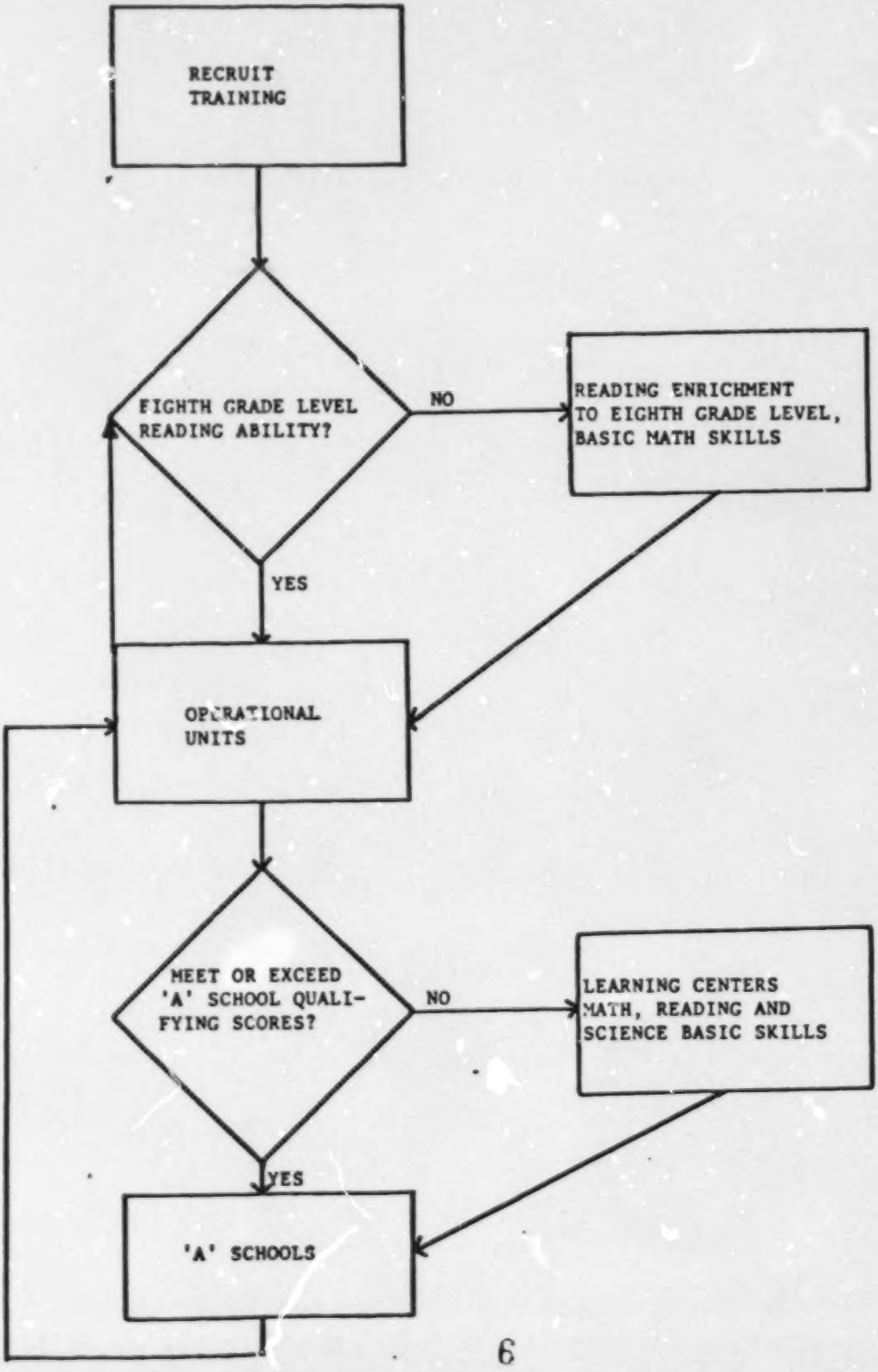
- Raise job entry school standards to a minimum of the 50th percentile, allow waivers to the 40th percentile,
- Raise minimum recruiting standard to the 40th percentile,
- Provide basic skills training to those members already promised training but not meeting new standards,
- Provide entry level basic skills training to all recruits who tested below eighth grade reading or math skills and to all junior enlisted personnel who were not qualified for further training.

The Commandant had articulated a clear philosophy and a clear goal. The philosophy was that we could provide career opportunities to all the men and

women we recruit. The goal was to raise standards within three months and have a training system on line within one year that would ensure opportunities for all Coast Guard men and women. The impact of his decision was immediate. The Coast Guard identified 22% of its non rated work force (E-3 and below), over 1,600 men and women, as not qualified for job entry training without basic skills training. This represented a two year training backlog for the basic skills program. The Coast Guard had been recruiting approximately one thousand men and women a year that would not meet the revised school standards; raising the recruiting standards slowed this flow to less than two hundred a year.

The implementation plan developed by the Coast Guard training managers had three elements. The first step was to raise recruit standards immediately. The second action was to raise school qualification standards and to establish learning centers at all training commands capable of delivering computer assisted basic skills instruction through a Training Enhancement Program. The final and most critical element of the plan was to establish a Basic Educational Enrichment Program (BEEP) at the Coast Guard's Recruit Training Center, Cape May New Jersey. Figure 1 illustrates how the Coast Guard's two level educational enrichment program was designed to meet the basic skills training needs of the organization. The primary objective of BEEP is to ensure that all graduates of Coast Guard recruit training possess at least eighth grade reading and math skills. The secondary objective of BEEP is to increase the proportion of recruit graduates qualified for job entry class "A" schools. The objective of the Training Enhancement Program is to reduce the attrition at class "A" schools by enhancing the basic skills of marginally qualified entrants.

FIGURE 1



COAST GUARD EDUCATIONAL ENRICHMENT PROGRAM

The Coast Guard completed this ambitious plan in one year:

8 Oct 1982 The Commandant authorized raising standards, developing enrichment programs

1 Nov 1982 Aptitude standards for enlistment were raised

1 Jan 1983 Aptitude standards for Job Entry (class "A") schools were raised

30 Jan 1983 Computer assisted Training Enhancement Program started at class "A" school sites

8 Apr 1983 Permission obtained from U. S. Navy to use reading and math basic skills curriculum materials

15 Aug 1983 Basic Educational Enrichment Program at Recruit Training Center Cape May opened to recruits

1 Oct 1983 BEEP opened for field personnel requiring basic skills training to qualify for job entry training.

The most complex action was obviously the creation of BEEP; coordination of curriculum development, facility preparation, personnel planning and resource management were required.

Fortunately the Coast Guard had ten years of experience with a variety of attempts to provide educational enrichment programs--both successes and failures. The service had experienced two notable successes. The Ninth Coast Guard District (encompassing the Great Lakes region) has sponsored a small educational enrichment program since 1973 at the Coast Guard Air Station, Travis City Michigan. The results of this program have been consistently excellent. The course is a standard lecture based curricula taught by a dedicated group of contract instructors, and is administered by Coast Guard enlisted Petty Officers. In Boston, MA, the First Coast Guard District ran a controlled experiment in 1980 using the Control Data PLATO basic skills curricula and CDC time sharing hardware. The computer assisted instruction was heavily supplemented by Coast Guard instructors (reserve officers and enlisted personnel). The CDC PLATO hardware and software was also used at the

Coast Guard's electronic technician school, Governor's Island, New York, to provide remedial instruction to entering students. In both the Boston and Governor's Island experiments significant gains in standard aptitude test scores were documented. Lessons learned from failures were as valuable as those obtained from these successful experiments. There were two primary reasons for lack of success in some regional enrichment programs. The first was a failure to adapt off the shelf curricula to the target population and the second was the failure to provide service and career oriented counseling and guidance to the students.

As a result of these experiences, the Coast Guard identified the following criteria for success for entry level basic educational enrichment program:

- The presence of military role models in instructor and supervisory positions,
- The availability of concentrated individual attention for students having problems,
- The use of computer assisted instruction to reinforce learning and to minimize time spent under instruction,
- The inclusion of study skills training in the enrichment program,
- The linkage of success in the enrichment program to organizational rewards and goals.

After identifying the need to provide basic skills training to recruits lacking eighth grade skill level in reading and math, the U. S. Coast Guard elected to use curriculum materials developed by the Department of Defense and validated through military personnel usage. The U. S. Navy had developed curricula which provided both mathematics and reading skills to recruits. The mathematics curriculum was designed to teach skills through the eighth grade level. The Coast Guard adapted this curriculum for the Basic Educational Enrichment Program without any modification or cost.

Since 1976, the Navy has provided training in reading at their recruit training centers through the Academic Remedial Training (ART) Program. The program uses an integrated screening, diagnostic, and proscriptive instructional strategy to teach reading through the sixth grade level. The curriculum currently used was prepared under a contractual agreement with Memphis State University, Memphis Tennessee. The Coast Guard adopted the screening, diagnostic, and existing curriculum materials. However, as the material was designed to remediate only through the sixth grade level, the Coast Guard contracted with the Navy and Memphis State to have the materials upgraded to the eighth grade level. Thus the Coast Guard paid for only a minor modification to existing materials, and obtained the entire mathematics curriculum and the bulk of the literacy skills curriculum form the Navy at no cost. Memphis State University modified the curriculum previously developed with a minimal effort as they had designed and developed the original instructional design and already possessed all the materials need to make the required grade level modification.

Training for the BEEP staff was obtained through the same contract. Memphis State trained Coast Guard instructors in the use of the entire curriculum using a training program developed for Navy instructors.

The unique Coast Guard contribution to the development of the instructional program was the integration of the Control Data PLATO computer assisted instruction with the Navy developed conventional materials. As a result of the previous experiences with computer assisted instruction, Coast Guard training managers were convinced that there were many direct and indirect

advantages in using CAI in enrichment activities. Specific advantages appear to be:

- Supervision by staff is reduced and the computer lessons are generally self-paced and may be taken by students following only a few hours of introductory computer terminal use and practice,
- Students may work on individually assigned lessons, reviews and tests,
- Student feedback is immediate,
- Students have a flexibility to work toward course mastery versus a dependence on group instructor interaction,
- Record keeping, statistical data, and other information is readily available for each student, freeing the instructor from repetitive administrative details,
- CAI can offer visual and numerical feedback to encourage answer entry compatible to the lesson format, and can also indicate misspellings or incorrect order of mathematical problem solving,
- Punishment for failure is minimal as prescribed adjunct material (textbooks, video tapes or study assignments) can be individually assigned,
- The desire to compete for numerical grades is eliminated; mastery is required by all,
- The shortcomings of excessive lecture systems are avoided, as material is presented and mastered in small steps.

Both the Control Data Corporation (CDC) reading series and the mathematics series are designed to work well for students as well as for instructors. The series are designed to be flexible yet comprehensive, allowing students to work at their own pace. Each uses CDC software and a PLATO terminal. Students are given specific guidance, yet are assured of privacy. As students demonstrate new skills and learn in a new way, their motivation to learn is strengthened. Students using both series receive instruction, drill and practice, review, and competency-based testing for reading and math skills usually acquired in grades three through ten.

The Reading Series has specific goals for the students. At the end of the program students should be able to:

- Construct new words from their roots using prefixes, suffixes, simple endings, and compound words,
- Use an eighth grade vocabulary,
- Understand the literal meanings of written passages, including the main idea and supporting details in practical and general reading, prose, poetry, and drama,
- Interpret the implied meanings of written passages,
- Evaluate passages by separating fact from opinion.

The mathematics series provides tutoring, drill, practice, and review in a spectrum of mathematical concepts. After completing the course, students should have mastered the following:

- The concepts of addition, subtraction, multiplication, and division, and their expansion into general algorithms,
- The use of basic mathematical concepts such as sets, positive and negative numbers, area, and volume,
- The concepts and terminology of fractions and decimals and their use in the four basic arithmetic operations,
- The basic concepts of ratio, proportion, percent, geometry, and measurement and their practical applications,
- The more complex mathematical concepts of percent, probability, and basic descriptive statistics.

The Coast Guard wanted to use a combination of training interventions to enrich its personnel. CAI, the U. S. Navy paper intensive materials and curriculum, individualized instruction, tutoring, and group presentations all are part of the Coast Guard curriculum. The program focuses on the individual needs of the student; it is not a lockstep approach. Students may enter and depart the program within two weeks, or they may stay the entire six weeks.

As stated above, students entering BEEP come from one of two sources, either from Coast Guard field units or from recruit training. Personnel from the field apply via their unit to USCG Headquarters. Personnel from recruit training are selected by the BEEP staff and ordered into the program upon completion of training. Members from the field are eligible for BEEP if not qualified for any Class "A" School.

Selection of recruits follows the criteria of:

- The member is not qualified for any Class "A" School, or
- The member's math or reading Grade Level Equivalent (GLE) test score is less than 8th grade, or
- The member's Verbal Ability score (VE) plus Arithmetic Reasoning score (AR) on the Armed Forces Vocational Aptitude Battery (ASVAB) is less than 97, and
- The member's VE or AR is less than 48.

Upon a student's arrival at BEEP for class, the student is given a battery of tests, both diagnostic and achievement (GLE). The diagnostic tests are the Stanford Diagnostic Reading and Math tests (Brown level). They cover the areas listed in figure 2. The GLE tests used are the Gates-MacGinitie Reading Test (Level E) and the Metropolitan Mathematics Survey Test (Advanced 1). These give GLE scores for reading comprehension, vocabulary, overall reading and math.

The students undergo counseling weekly, starting with their second day with the program. During this first counseling session, the counselor informs the student which enabling objectives were not mastered on the Stanford tests, and the GLE test results. The student's goals are discussed, and an estimate is made of how long the student will be at BEEP. This session sets the tone of individualized attention which is carried forth throughout the program.

Structure and Content of the Brown Level of *Stanford Diagnostic Mathematics Test*

Concept/Skill Domain	Concept/Skill Domain Objective	Item Cluster
1.0 TEST 1: Number System and Numeration		
1.1 Whole Numbers and Decimal Place Value	The pupil will demonstrate an understanding of the system of whole numbers and decimal place value by counting, by reading and interpreting numerals, by comparing and ordering numbers, and by approximating numbers.	1.112 Naming Numbers and Counting (Items 1–3) 1.121 Reading Numerals (Items 4–6) 1.122 Interpreting Numerals (Items 7–12) 1.123 Place Value and the Operations (Items 13–15) 1.124 Ordering (Items 16–18) 1.125 Rounding and Estimating (Items 19–21)
1.2 Rational Numbers and Numeration	The pupil will demonstrate an understanding of common fractions and decimals by naming parts of a whole in terms of fractions, and by interpreting fractions and decimals.	1.21 Common Fractions (Items 22–27) 1.22 Decimals (Items 28–30)
1.3 Operations and Properties	The pupil will demonstrate an understanding of the fundamental operations and their properties.	1.3 Same as Concept/Skill Domain (Items 31–36)
2.0 TEST 2: Computation		
2.1 Addition of Whole Numbers	The pupil will demonstrate the ability to use the standard algorithm for addition with renaming.	2.13 Standard Algorithm, with Renaming (Items 1–3)
2.2 Subtraction of Whole Numbers	The pupil will demonstrate the ability to use the standard algorithm for subtraction with renaming.	2.23 Standard Algorithm, with Renaming (Items 4–9)
2.3 Multiplication of Whole Numbers	The pupil will demonstrate the ability to name the products for basic multiplication facts and to use the standard algorithm for multiplication with renaming and with and without partial products.	2.31 Basic Facts (Items 10–12) 2.33 Standard Algorithm, No Partial Product, with Renaming (Items 13–15) 2.34 Standard Algorithm, with Partial Product (Items 16–21)
2.4 Division of Whole Numbers	The pupil will demonstrate the ability to name the unknown factors (quotients) for basic division facts and to use the standard algorithm for division with and without internal remainders.	2.41 Basic Facts (Items 22–24) 2.42 Standard Algorithm, One-Digit Divisor, No Internal Remainder (Items 25–27) 2.43 Standard Algorithm, One-Digit Divisor, with Internal Remainder (Items 28–30) 2.44 Standard Algorithm, Two-Digit Divisor (Items 31–33)
2.5 Fractions	The pupil will demonstrate the ability to add and subtract common fractions having like denominators with and without renaming.	2.51 Addition and Subtraction (Items 34–36)
2.6 Decimals	The pupil will demonstrate the ability to add and subtract decimals and to locate the decimal point in the product for a multiplication example in which one factor is a decimal.	2.61 Addition and Subtraction (Items 37–39) 2.62 Multiplication (Items 40–42)
2.8 Number Sentences	The pupil will demonstrate the ability to solve simple and parenthetical number sentences (equations).	2.812 Simple Multiplication and Division (Items 43–45) 2.813 Parenthetical (Items 46–48)
3.0 TEST 3: Applications		
3.1 Problem Solving	The pupil will demonstrate the ability to describe problems in mathematical terms, to solve two-step problems and problems involving ratio, and to determine the information that is needed to solve a problem.	3.12 Solution Models (Items 1–3) 3.141 Solving Two-Step Problems (Items 4–6) 3.142 Solving Rate Problems (Items 7–9) 3.15 Determining Missing or Irrelevant Data (Items 10–12)
3.2 Reading and Interpreting Tables and Graphs	The pupil will demonstrate the ability to read and interpret tables and graphs.	3.21 Reading and Interpreting Tables (Items 13–15) 3.22 Reading and Interpreting Graphs (Items 16–21)
3.3 Geometry and Measurement	The pupil will demonstrate an understanding of geometry by identifying geometric figures and recognizing geometric properties, and will demonstrate the ability to measure by interpreting the units of time and English and metric units of measure.	3.311 Geometric Shapes and Properties (Items 22–24) 3.321 Time as a Measurement (Items 25–27) 3.33 English Units of Measure (Items 28–30) 3.34 Metric Units of Measure (Items 31–33)

FIGURE 2b

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Structure and Content of the Brown Level of *Stanford Diagnostic Reading Test*

TEST 1: Auditory Vocabulary		
Subtest	**Subtest Objective**	**Item Cluster**
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the intermediate grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (16 items) Mathematics and Science (12 items) Social Studies and the Arts (12 items)
TEST 2: Reading Comprehension		
Comprehension Category	**Comprehension Category Objective**	
Literal Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	
Inferential Comprehension	The pupil will draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings in short reading passages.	
TEST 3: Phonetic Analysis		
Skill Domain	**Skill Domain Objective**	**Item Cluster**
Consonant Sounds	The pupil will recognize the same consonant sounds represented by the same spelling or two different spellings.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will recognize the same vowel sounds represented by the same spelling or two different spellings.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)
TEST 4: Structural Analysis		
Skill Domain	**Skill Domain Objective**	**Item Cluster**
Word Division	The pupil will divide three-syllable words according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (18 items) Syllables (24 items)
Blending	The pupil will blend into three-syllable words words that have been divided according to structural analysis rules pertaining to affixes and open and closed syllables.	Affixes (10 items) Syllables (20 items)
TEST 5: Reading Rate		
Subtest	**Subtest Objective**	
Reading Rate	The pupil will read relatively easy material with speed and comprehension.	

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FIGURE 2

The paper intensive curriculum developed for the Navy, serves as a foundation upon which BEEP has built its program. The curriculum is driven by the results of the diagnostic tests. In fact, the tests determine which classroom instruction modules the student will be required to attend and the enabling objectives to be mastered. In addition to the written curriculum, BEEP has incorporated the Control Data PLATO Computer Assisted Instruction (CAI) system of terminals and software. The software currently used is targeted for grades 3-8, and closely matches and enabling objectives covered by the written curriculum. The final key in the three-fold educational process used at BEEP is a liberal amount of individual and small-group tutoring. This serves several purposes; it enables the students to work one-on-one with the instructor, it permits the instructor to assess the student's comprehension of the material, and it continues the individualization which is a key part of the program.

Operating with a small class size, the instructor and curriculum allows for a maximum of student participation. Toward this end, and taking into account the fact that most of the BEEP students have been unable to succeed in the conventional learning system used by most secondary schools, BEEP has developed a "learning module" type of presentation. In a normal one hour class, the "learning module" consists of a 15 minute lecture covering the enabling objective, then a 15 minute worksheet session, followed by a 15 minute review of material taught and ending with a 15 minute criterion test. In this way the student is presented with the substance of the enabling objective, the individual uses this newly-acquired skill in completing the worksheet, then reviews it, and finally is tested on it -- in effect being exposed to the same information four times, in different ways each time. This also enables the instructor to properly gauge the student's progress via the

PERFORMANCE SUMMARY

	LESSONS						
	abcd	efgh	ijkl	mnop	qrst	uvwx	yz
1. a rutledge	◆◆◆◆	◆◆◆◆					

Enter a student's name or number to see individual records.

>

LEGEND	- not entered
* exempted	◇ started
× locked out	◆ complete

HELP is available
BACK for previous display

FIGURE 3H

worksheet and test. With this "learning module" the student's motivation and participation improve. At the conclusion of the class, the student is assigned appropriate PLATO disks (which expose the student to the material yet another time and then give a test on the material). Remedial prescriptive work is also assigned if indicated by the criterion test.

A critical learning element now comes into play--Computer Assisted Instruction (CAI). As indicated above, the CAI is used to reinforce the classroom instruction. The PLATO software and the written curriculum were integrated through an analysis of the contents of each, and specific disks covering corresponding subject matter were assigned as part of the work for each enabling objective. The PLATO software is necessary, but not in and of itself sufficient, to conduct the training. It provides a non-threatening, self-paced environment in which the student can learn. The PLATO courseware consists of lesson disks, which both present the lesson and drill the student on the material covered in the lesson, and test disks which present the student with a mastery test on the material. Once the instructional disks have been taken, the student is to complete the corresponding test disks. The student's progress on the test disks is monitored through the automatic record keeping facilities contained on each disk. Figure 3. In addition to the disks and stand-alone terminal, REEP is using several courses on-line, that is, in a time-sharing setup with the main Control Data computer located in Minneapolis. There are four courses used; one covers Ohm's Law/Electronic symbols, one is a math drill, one is a tachistoscope simulation and one deals with English as a Second Language. At this stage one must be careful not to perceive the CAI as a panacea. For an individual to progress in CAI, the student's reading and comprehension levels must be such that the computer can be operated and the CAI material comprehended. It has been found that the

"Understanding New Words 2"

Type the letter of the lesson you wish to study.

		SCORE
◆ a.	Antonyms	1
◆ b.	Figuring Out Meanings of New Words	1
◆ c.	Cause and Effect	1
◆ d.	Discovering Word Meanings	1
◆ e.	Words That Sound Alike 3	1
◆ f.	Clues to New Word Meanings	1
◆ g.	Idioms	1
◆ h.	When You Are Finished	

SHIFT-BACK for instructor options; EDIT to set locks/exempts

◇ = lessons you have started
◆ = lessons you have finished

HELP available

FIGURE 3b

disks are most effective when given after the classroom instruction, rather than before. Having the students complete the disks before they have had the material presented in class only confuses them; completion of the disks after the corresponding class reinforces the skills learned in the class.

In addition to the material covered by the CAI and the "lesson module", individual and small-group tutoring is used with the students. In this tutoring the student is exposed to both additional work in the assigned enabling objective areas and in new areas. These new areas cover topics which the student mastered on the diagnostic tests but which have been self-perceived as areas of weakness. Group sessions provide an excellent learning situation for the students to observe each other solving problems and attempting to master the objectives. Individual sessions enable the student to receive the instructor's undivided attention and permit the student to ask questions which were not asked in the classroom situation for fear of adverse peer pressure.

Prior to the students' graduation from BEEP, more tests are administered. A second form of the GLE tests is used to determine the students' improvement within the program. Portions of (or the entire) ASVAB are readministered, usually in the areas of AR and VE. If there is no VE test, the VE score is calculated from the Word Knowledge (WK) and Paragraph Comprehension (PC) test scores. The students are counseled one last time, and are then able to assess their own efforts and their results in real terms, those of improving skill levels and qualifying for schools. Because the program is "mastery-based", graduation from BEEP indicates that the students completed the assigned course work and CAI. It does not mean they received a certain grade, but that they mastered specific skills. This attitude is reflected in the low disenrollment

rate, primarily due to discipline problems and voluntary disenrollments for personal reasons.

Success at BEEP can mean skill development and/or qualifying for a Class "A" School. Through observing students, those that come with a degree of motivation are the ones that truly succeed.

It is too early to claim complete success or failure for the program. Here are some noteworthy statistics on attendees and their accomplishments (all figures are as of 1 OCT 1984):

Breakdown of graduates by race and gender:

	MINORITY	CAUCASIAN	OVERALL
Male	45.4%	34.8%	80.2%
Female	13.1%	6.7%	19.8%
Total	58.5%	41.5%	

Total graduates - 287

Disenrolled 7

Average change in ASVAB VE & AR:

MINORITY	CAUCASIAN	OVERALL
+5.9 pts	+7.9 pts	+6.8 pts

Qualified for Class "A" School upon entrance to BEEP = 34%

Qualified for Class "A" Schools upon graduation:

	MINORITY	CAUCASIAN	OVERALL
with waiver*	85.3%	96.8%	88.9%
w/out waiver	68.3%	91.1%	77.7%

* Commanding Officer's may waive up to five points on "A" School composite qualifying scores

Change in reading and math GLE's:

	MINORITY	CAUCASIAN	OVERALL
reading	+0.1	+0.2	+0.2
math	+1.7	+2.0	+1.8

Some more long-term measures of success which will be monitored are:

1. Success in Class "A" School (reduced attrition, higher performance/class standing)
2. Job performance at the unit
3. Rate of reenlistment
4. Rate of advancement

We cannot say that any one approach to education enrichment/basic skills training is best; the needs of the target population and the nature of the organization must be considered in the curriculum design process. We think that we are providing Coast Guard junior enlisted personnel with the basic skills needed to qualify and to complete their technical school training. The completion of this training is the key to a rewarding and challenging career in the Coast Guard. More importantly, by extending a helping hand to Coast Guard men and women, we are enabling them to gain self esteem and self confidence. The Coast Guard's investment in the enrichment program is returned by its gain in motivated, dedicated and qualified enlisted members.

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